Comprehensive School Improvement Plan (CSIP) Redesign Technical Assistance

Iowa Department of Education

CSIP Constant Conversation Question #4:

How will we evaluate our programs and services to ensure improved student learning?

May 2004

The Department sent an e-mail on Monday, May 10 to CSIP contacts. The e-mail contained the following attachments for Technical Assistance Question #4:

1. This Power Point—Question #4
2. CSIP Graphic Question #4
3. Westlake Teaching Document: Program Expectations Chart
4. Westlake Teaching Document: Program Summative Data Chart
5. Westlake Teaching Document: Program In-Depth Analysis Chart
6. Westlake Teaching Document: Program In-Depth Analysis Chart Program-Specific Questions
7. Westlake Teaching Document CSIP Question #4 (without textboxes)
8. Westlake Teaching Document Question #4 (with textboxes)

If you did not receive this e-mail, all documents will be available at this web site address: http://www.state.ia.us/educate/ecese/asis/csi/documents.html

What is a program?

- **For purposes of CSIP planning, programs are defined as those sets of actions (or services) that a school implements to help it make progress with its long-range and annual improvement goals to improve student learning.**

- **Constant Conversation #4 contains the plan for how the school district will evaluate its programs relative to progress with CSIP goals.**

Uses of this Power Point for Various Audiences

- **Board members, advisory groups, administrators, teachers, consultants, etc.—you can tailor your presentation to the audience**
- **Click on the appropriate icon in your toolbar for any of the following:**
  - **Power Point Show**
  - **Note-taking pages (print multiple slides per page)**
- **Choose slides most appropriate to your audience**

Distribution of Information

- **The May CSIP videotape (CSIP Question #4) is available through your AEA.**

- **All CSIP documents are available at this web site address: http://www.state.ia.us/educate/ecese/asis/csi/documents.html**

Review Question:

What are the four Constant Conversation Questions that provide the fundamental framework for CSIP development?

Constant Conversations for Student Benefit
CSIP Framework

- **What do data tell us about our student learning needs?**

- **What do/will we do to meet student learning needs?**

- **How do/will we know student learning has changed?**

- **How will we evaluate our programs and services to ensure improved student learning?**

Review Question:

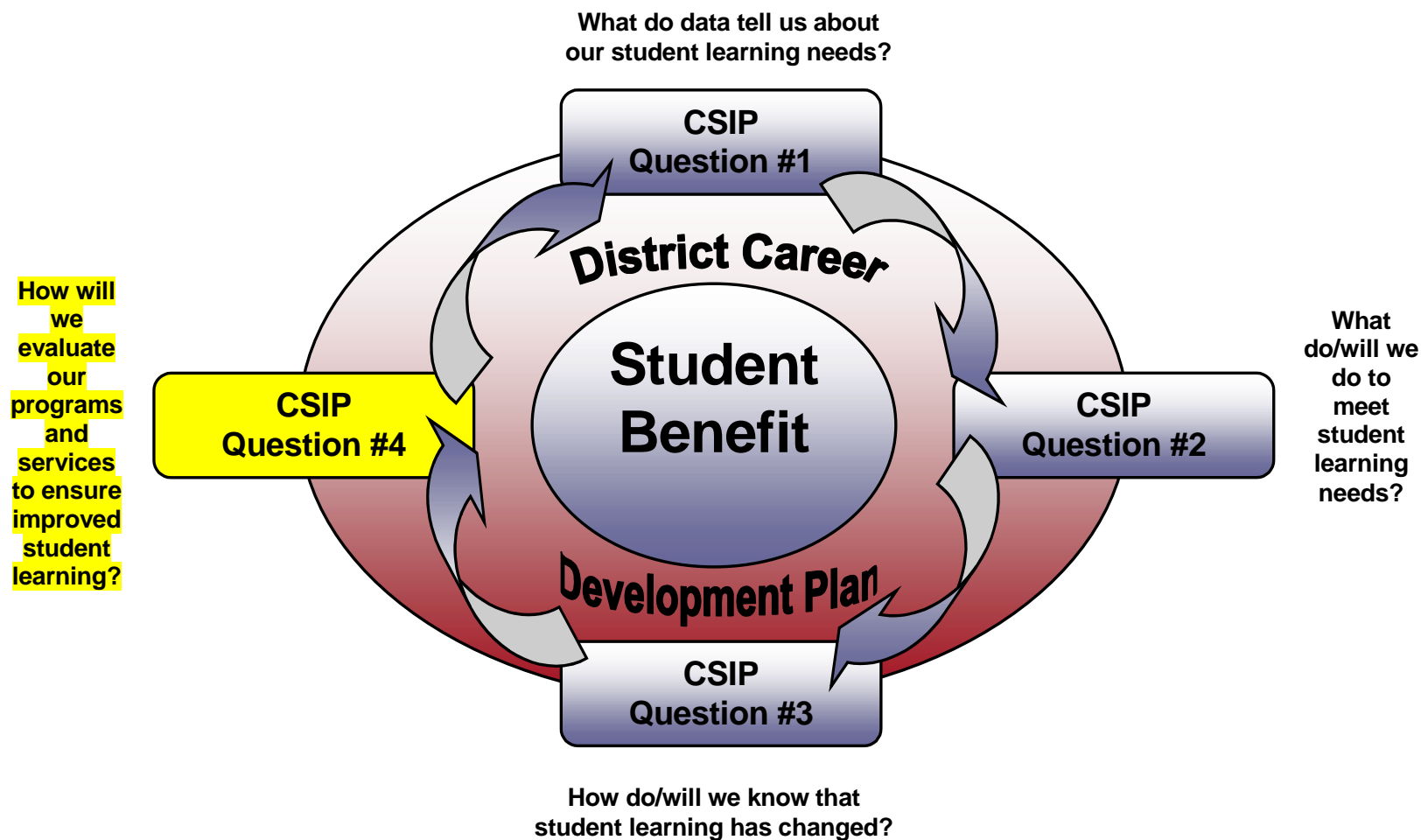**Why are these four questions fundamental? Why can we have these conversations over time?**

"Constant Conversations"

- **State and federal laws and rules will change; however, these four questions are free of specific statute and rule.**

- **Programs, initiatives, and curriculum will change over time; however, these four questions are free of specific content.**

- **People in the system (instruction, support, leadership, and management) will come and go; however, these four questions are not "person" dependent.**

CSIP Continuous Improvement Process

- **The graphic on the next slide is intended to show that comprehensive school improvement is a continuous cycle of the four Constant Conversation Questions.**

  - **The district career development plan (professional development program) supports the CSIP cycle and functions as structured action research.**

  - **Question #4 is highlighted in yellow since that is the focus of this Power Point.**

Comprehensive School Improvement Plan (CSIP)
Constant Conversations for Student Benefit

**What do data tell us about
our student learning needs?**

**CSIP
Question #1**

District Career

**Student
Benefit**

**How will
we
evaluate
our
programs
and
services
to ensure
improved
student
learning?**

**CSIP
Question #4**

**CSIP
Question #2**

**What
do/will we
do to
meet
student
learning
needs?**

Development Plan

**CSIP
Question #3**

**How do/will we know that
student learning has changed?**

Before You Begin Constant Conversation #4

- **What are all the programs you provide that make contribution to CSIP goal progress?**

- **What student populations are served by each program?**

- **How long has each program been provided?**

- **Why is each program provided?**

- **Who is responsible for each program's success?**

Before You Begin Constant Conversation #4

- **Have you identified which programs you provide that <u>must be</u> incorporated into the CSIP?**

Before You Begin Constant Conversation #4

- **If you are a public school district, have you determined (as a result of needs data) which federal and state programs (and their funding) you need to provide students in order to meet CSIP goals?**

Before You Begin Constant Conversation #4

- **Have you discussed incorporating other programs into the CSIP (beyond those required) that contribute to CSIP goal progress?**

Before You Begin Constant Conversation #4

- **Have you determined how persons responsible for each program will collaborate to ensure that CSIP program evaluation planning will be coordinated?**

CSIP Constant Conversation #4:
How will we evaluate our programs and services to ensure improved student learning?
Three-Part Conversation

Part 1:   **Clear Program Expectations**

Part 2:   **Summative Program Data— What happened compared with what we expected?**

Part 3:   **In-depth Program Analysis— What are some possible explanations for our data?**

Three Parts Simplified

Part 1: What did you expect from the program?

Part 2: What did you get from the program?

Part 3: Why did you get it?

About This Technical Assistance

What it <u>is</u> . . .

- **A conversation starter**
- **A conceptual framework**
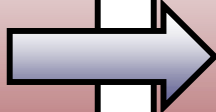- **A non-regulatory goal-oriented approach**

What it is <u>not</u> . . .

- **Not a required model**
- **Not a methods class**
- **Not an easy answer to what is complex**

CSIP Constant

CSIP Constant Conversation #4
How will we evaluate our programs and services to ensure improved student learning?
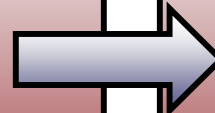
Part 1

What did we expect?

Part 2

What did we get?

Part 3

Why did we get it?

Reflection Question—applies to any program

- **What are any two indicators (data points) that you use to assist you in determining program effectiveness for students?**

Reflection Question

- **How do you know how well your district's programs are contributing to progress with CSIP goals?**

Evaluation Story . . .

"The history of the profession has never been a particularly attractive subject in _____, and one reason for this is that it is so unrelievedly deplorable a story.

Evaluation Story . . .

For century after century, all the way into the remote millennia of its origins, _____ got along by sheer guesswork and the crudest sort of empiricism. It is hard to conceive of a less scientific enterprise among human endeavors.

Evaluation Story . . .

Virtually anything that could be thought up for _____ was tried out at one time or another, and once tried, lasted decades or even centuries before being given up.

Evaluation Story . . .

It was, in retrospect, the most frivolous and irresponsible kind of human _____, based on nothing but trial and error, and usually resulting in precisely that sequence."

We Must Understand Education to Revolutionize It, Karin Chenoweth

What is the profession in the story?

medicine, including pathology, anatomy, organic chemistry, etc. . . .

Why this focus on program evaluation?

- **In all areas of NCLB, the current policy focus is unmistakably on establishing programmatic effects.**

- **States and schools will have to demonstrate that they plan to spend those funds on programs with a scientific track record.**

Feuer, Towne, and Shavelson

Why evaluate education programs?

- **To determine the effectiveness of programs for participants**
- **To document that program objectives have been met**
- **To provide information about service delivery that will be useful to program staff and other audiences**
- **To enable program staff to make changes that improve program effectiveness.**

Understanding Evaluation: The Way to Better Prevention Programs, Lana Muraskin

Despite policy demands, why would <u>you</u> want to know if a program is doing what is was intended to do?

To create your own local educational professional community that regulates itself.

What are the <u>fundamental components</u> of a CSIP goal-oriented approach to program evaluation?

1. **Identification of CSIP goals and other program goals**
2. **Identification of variables which affect performance**
3. **Identification of the indicators by which performance will be judged**
4. **Identification or development of procedures for collecting information regarding performance.**

What are the <u>fundamental components</u> of a CSIP goal-oriented approach to program evaluation?

5. **Collection of performance data**

6. **Comparison of the information regarding performance with the expectations**

7. **Communication of results of the comparison to appropriate audiences.**

What is the <u>assumption</u> of a CSIP goal-oriented approach to program evaluation?

The most important decisions regarding the program to be evaluated are contingent on its goals and indicators for judging relative success or failure in attainment of these expectations.

What are the intended results of a CSIP goal-oriented approach to program evaluation?

Judgments of worth regarding the program based upon interpreted comparisons between performance data and CSIP goals and other program goals/indicators.

With your team or a partner

- **Is your confidence that a program is doing what it was designed to do a matter of faith or a matter of fact?**

- **How would a goal-oriented approach assist you in improving the quality of program evaluation in your school?**

True/False

- **Evaluating the effectiveness of programs incorporated into and supporting the CSIP is optional.**

- **Answer: False**

Jeopardy

- **Answer: 11**

- **Question: A school district must evaluate how many state and federal programs incorporated into and supporting the CSIP?**

Types of Programs
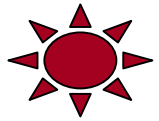
- ☀ **State-Mandated Programs**

- ☀ **Federal Programs Tied to Funding**

- ☀ **Competitive Grants Programs**

- ☀ **Locally-Established Programs**

The information in this Power Point will focus on the state mandated and federal programs.

You can add any of the other kinds of programs (competitive grant programs, locally-grown) to any evaluation process you choose.

Programs of CSIP Focus

- **District Career Development Plan (professional development program)**

- **At-Risk Program**

- **Gifted and Talented Program**

- **Mentoring and Induction Program**

- **Perkins Vocational and Technical Education Programs**

Programs of CSIP Focus

- **Special Education Programs and Services**

- **Title I, Part A Parental Involvement Program**

- **Title II, Part A Teacher and Principal Training and Recruiting Program**

Programs of CSIP Focus

- **Title II, Part D Enhancing Education Through Technology**
- **Title III Language Instruction for Limited English Proficient and Immigrant Students**
- **Title IV, Part A Safe and Drug-Free Schools and Communities**

We are going to look at the regulatory guidance document for the CSIP requirements for Constant Conversation Question #4.

The first page is on the next slide

Citation	Topic	Rule	Rule Interpretation	Noncompliance Statement
281—IAC 12.8(1)(e)	31. Evaluation of the comprehensive school improvement plan	A school or school district shall develop strategies to collect data and information to determine if the plan has accomplished the goals for which it was established.	• "Strategies" to collect means the techniques, routines, and/or manner in which data and information are collected with regard to CSIP goals. The development of these strategies might identify how district-wide and building data are managed by individuals and collectively. • Strategies to collect data and information are locally determined.	ECSIP1. The comprehensive school improvement plan (CSIP) does not contain evidence that strategies exist to collect data and information to determine if the plan has accomplished the goals for which it was established. 281—IAC 12.8(1)(e)
281—IAC 12.5(12)	32. Evaluation of gifted and talented program	Each school district shall include in its CSIP the provision to review and evaluate its gifted and talented program.	*Note: This requirement applies only to public school districts.* GT2. • The content and frequency of the school district's evaluation of its gifted and talented programming is locally determined.	For public school districts only: The comprehensive school improvement plan (CSIP) does not contain evidence that the district evaluates its gifted and talented program. 281 –IAC12.5(12)
281—IAC 12.5(13)	33. Evaluation of at-risk program	Each school district shall include in its CSIP the plan to review and evaluate the effectiveness of provisions for at-risk students.	*Note: This requirement applies only to public school districts.* AR4. • The content, frequency, and method of the school district's evaluation of its at-risk programming is locally determined.	For public school districts only: The comprehensive school improvement plan (CSIP) does not contain evidence that the district evaluates its at-risk program. 281—IAC 12.5(13)

Column One

Citation
281—IAC 12.8(1)(e)

Column Two

Topic
31. **Evaluation of the comprehensive school improvement plan**

Column Three

Rule
A school or school district shall develop strategies to collect data and information to determine if the plan has accomplished the goals for which it was established.

Column Four

Rule Interpretation

- "Strategies" to collect means the techniques, routines, and/or manner in which data and information are collected with regard to CSIP goals. The development of these strategies might identify how district-wide and building data are managed by individuals and collectively.
- Strategies to collect data and information are locally determined.

Column Five

Noncompliance Statement

ECSIP1. The comprehensive school improvement plan (CSIP) does not contain evidence that strategies exist to collect data and information to determine if the plan has accomplished the goals for which it was established. 281—IAC 12.8(1)(e)

CSIP Question #4—Regulatory Guidance Document

- Note that the regulatory guidance document for Question #4 has been updated.

- The second requirement for the mentoring and induction program has been moved to assurances.

- The TQ code numbers have been corrected to eliminate redundancy.

CSIP Question #4—Regulatory Guidance Document

- **With a partner, review the content and functions of the chart.**

- **Compliance-Thinking Caution: We should not "slavishly chain ourselves to every provision and word of NCLB." The peril is being more concerned with rules than results.**

True/False—Use column four

- **Each of the 11 programs prescribes specific program evaluation content, process, and frequency.**

- **Answer: False—the content, process, and frequency of most program evaluation is locally determined.**

True/False—Use column five

- **Every program is required to have <u>mandated</u> "<u>indicators</u>" by which it will measure program effectiveness.**

- **Answer: False—some indicators are mandated in law; many are implied by law and locally determined.**

# Turn to your team or a partner

Is compliance with program evaluation requirements (use the regulatory chart for Question #4 as guidance) enough to have confidence that a program is supporting CSIP goals and doing what it was designed to do? Why or why not?

CSIP Constant Conversation #4
How will we evaluate our programs and services to ensure improved student learning?

Part 1
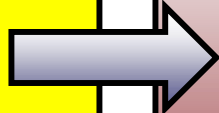
What did we expect?

Part 2

What did we get?

Part 3

Why did we get it?

Now we begin Part 1: What did you expect?

- **Please locate Westlake Constant Conversation #1: What do data tell us about student learning needs?**

Turn to page 2, sub-question A: What data do we collect?

- **Question: Do you see any references to programs and data relative to programs in Westlake's list?**

- **Answer: Not much, Westlake knows that it needs to improve how it evaluates programs.**

Locate Westlake #2: What do/will we do to meet student learning needs? (Textbox Version)

- **Turn to page 4, sub-question C: What is our current practice to support these long-range goals?**

- **Look at #2—Instructional programs/services supports currently used in the district**

Read the textbox

- **What does Westlake intend to do with the program evaluation data it will collect in the future?**

- **What are the implications in the future for Westlake's actions (in Constant Conversation #2) relative to program effectiveness?**

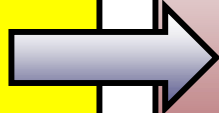# Locate two critical Part 1 documents:

- **Westlake District Goals and Indicators**

- **Westlake Programs/Services Clear Expectations Chart**

CSIP Constant Conversation #4
How will we evaluate our programs and services to ensure improved student learning?
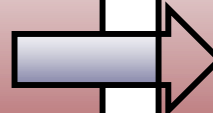
Part 1

What did we expect?

Part 2

What did we get?

Part 3

Why did we get it?

District Long-Range Goals

Westlake's long-range goals define the desired targets to be reached over an extended period of time. These long-range goals serve two purposes: 1) to meet locally determined student needs goals and 2) to address state and federal student accountability.

Goal 1: *All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.* **(LRG1, MCGF3, AR6, EIG1)**

The following indicators will measure district progress with Goal 1:
1a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Reading Comprehension Test in grades 3 through 8 and the ITED Reading Comprehension Test in grade 11, including data disaggregated by subgroup.
1b. Percentage of students in grades 1-3 who are independent readers at grade level on the Basic Reading Inventory (BRI).

Goal 2: *All K-12 students will achieve at high levels in mathematics, prepared for success beyond high school.* **(LRG2, LRG3, AR6, EIG1)**

The following indicators will measure district progress with Goal 2:
2a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Mathematics Total Test in grades 3 through 8 and the ITED Mathematics Test in grade 11, including data disaggregated by subgroup.

Westlake's CSIP Goals and Indicators

- **Westlake has chosen to include its indicators (data points by which the goal will be measured) <u>with</u> each goal.**

- **The district believes that having a clear understanding of the indicators has implications for the actions it will implement to meet those goals.**

Westlake CSIP Goals and Indicators

- **Review Westlake's CSIP goals and indicators.**

- **Use the "textbox" version of Westlake's Question #2 to help you.**

- **Reminder: This is the way Westlake chose to write its goals—how you write CSIP depends upon your local needs and beliefs.**

Locate Westlake's Programs/Services Clear Expectations Chart

- **Now that we have seen the goals and indicators, we need to understand at how Westlake has chosen to demonstrate the alignment of its programs with the CSIP goals.**

Program or Service	State and Federal Accountability Goals for Student Achievement • Same indicator data used to measure effectiveness of multiple programs • Goals supported by each program are underlined.				Other Program Goals • These are goal in addition to CSIP goals. • A particular program sometimes requires goals that a district needs and for which the district will make application for funding. • Sometimes goals are locally determined as a result of needs data in areas other than the state indicators in reading, mathematics, and science.	Indicators for Other Program Goals • These are data points by which goal progress will be measured. • Clearly identifying how progress will be measured assumes the need for tight alignment between what the program or service says it will deliver and what it actually delivers.	Indicator Status • Does the district currently collect each data point? • If not, when and how will collection occur?
District Career Development Plan (professional development program)	1 a 1 b	2 a 2 b		4 ar 4 a m	**Effort** 1. 100% of all faculty responsible for instruction will participate in district and building career professional development opportunities.	1. Percentage of faculty responsible for instruction who participate in district and building career professional development opportunities.	Westlake will need to collect these data.
	TQ 11	**TQ** 11		**TQ** 11	2. 100% of teachers will implement with accuracy each of the following instructional strategies: (K-6 reading) think aloud (K-6 reading) explicit instruction (K-6 reading) reciprocal teaching (7-8 mathematics) problem-centered strategies (7-8 mathematics) use of representations (K-8) cooperative learning	2. Percentage of K-6 teachers who accurately use the strategies as measured by observations and implementation logs. (Data are collected intermittently to make formative decisions about training. Implementation data are also used to judge the effectiveness of the program in a summative evaluation.) **TQ10, TQ12**	Westlake will need to collect these data.

True/False
Use Westlake's clear expectations chart—use second column—state and federal accountability goals

- **Question: Westlake is using its CSIP goal indicator data to measure the effectiveness of <u>10</u> of its programs.**

- **Answer: True**

True/False
Use Westlake's clear expectations chart—use third column
Other Program Goals

- **Question: Westlake uses <u>only CSIP goals and indicators</u> to measure program effectiveness for four of its programs.**

- **Answer: True**

True/False

- **Question: Data collections and analyses for programs, whether effort or effect, can include the same data to review multiple programs at the same time.**

- **Answer: True**

True/False

- **Only one program incorporated into and supporting the CSIP requires the analysis of teacher data about the implementation of instructional strategies.**
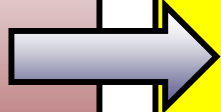
- **Answer: True**

Now we begin Part 2: What did get?

CSIP Constant Conversation #4
How will we evaluate our programs and services to ensure improved student learning?
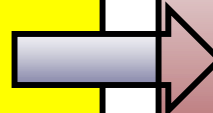
Part 1

What did we expect?

Part 2

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Why did we get it?

Programs/Services Summative Results

- **This chart on the next slide is intended to show how you can present program participant information, summative data, and in-depth program analysis priorities "at-a-glance" rather than one program at a time.**

- **Function of this chart: to use results within and across programs to determine which programs might be a priority for in-depth analysis.**

| | | What do we offer and who participates? | | What do district-level data tell us over time about students participating in a program and program implementation? | | | How do we establish priorities for in-depth program analysis? |

Programs/ Services	Student Demographics What students participate in or benefit from the program or service?	Indicator Data Year 1 How are the participants doing and how is program implementation going (baseline)?	Indicator Data Year 2, 3, 4, 5 . . . and so on How are the participants doing and the implementation going over time?	Change in Data Over Time What is the quantity of the change for participants and implementation?	What do the data tell us about the benefits to students in each program? Across programs?	Program Analysis How do we establish priorities for program analysis—within individual programs and across programs?
District Career Development Plan (professional development program)	Total: Male: Female: Other Subgroups:					
At-Risk Program	Total in Program: Male: Female: Other Subgroups:					

Programs/Services Summative Results

- **Since Westlake still has to collect some program indicator data in order to determine priorities for in-depth program evaluation, this chart shows that Westlake's baseline year for program evaluation summative results will begin with the 2004-05 school year.**

Programs/ Services	Student Demographics
	What students participate in or benefit from the program or service?
	Total: Male: Female: Other Subgroups:
Program	Total in Program: Male: Female: Other Subgroups:

Gathering "by program" student demographic data provides more information for "in-depth program analysis."

Programs/Services Summative Results

- **Study the first two columns.**

- **Discuss with your partner: What additional information do we want to know about the students who participate in each program? Across programs?**

Indicator Data Year 1	Indicator Data Year 2, 3, 4, 5 . . . and so on	Change in Data Over Time
How are the participants doing and how is program implementation going (baseline)?	How are the participants doing and the implementation going over time?	What is the quantity of the change for participants and implementation?

Programs/Services Summative Results

- **Study the three columns about indicator data.**

- **Discuss with your partner: How many years of performance data do we have for participants in specific programs? How much teacher implementation data do we have for any program?**

Caution

- **Drawing conclusions about the effectiveness of a program with two years of data (which is not a trend) is not recommended.**

What do the data tell us about the benefits to students in each program? Across programs?	Program Analysis How do we establish priorities for program analysis?

Programs/Services Summative Results

- **Study the last two columns.**
- **Discuss with your partner: How do we establish priorities now about when to do an in-depth analysis for a particular program?**

True/False

- **Question: It is possible to see indicator results "themes" emerge across programs?**

- **Answer: True**

Programs/Services Summative Results

- **What are the implications for your district about how to determine priority programs for in-depth analysis?**
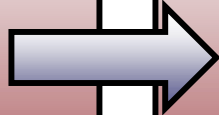
Now we begin Part 3:
Why did we get it?

CSIP Constant Conversation #4
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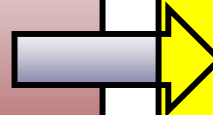
Part 1

What did we expect?

Part 2

What did we get?

Part 3

Why did we get it?

What happens after Westlake determines which program(s) need more in-depth analysis?

- **It needs to explore possible explanations for the interpretations it made about the performance data.**

Data-Driven Leadership (DDL) Process

Program or Service Under Analysis:	Question	Additional Program Specific Questions	Information	Collect and Summarize	Decide Is this something in which we can affect change?	What do we need to do to enable the program to be effective for students?
How will you determine the most important questions to ask?	1. What **contribution** is the program supposed to be making relative to CSIP goals? What is the **goal alignment** between the program (program purpose) and the CSIP?					
	2. Are students served this program **making progress** that our state indicator data do not reflect?					
	3. How are the activities of this program or service **coordinated** with other programs and services?					
	4. How well does the **program design (content, curriculum)** reflect research-based practices?					

You should be looking at a Westlake document called "In-Depth Program Analysis"

- **What are some possible explanations for the interpretations we made about the data?**

In-Depth Program Analysis

- **Westlake would like to use the DDL process during its in-depth analysis of a particular program or service.**

- **Review the following 12 kinds of questions that Westlake could potentially use to frame program specific questions.**

1. What contribution is the program supposed to be making relative to CSIP goals? What is the goal alignment between the program (program purpose) and the CSIP?

2. Are students served this program making progress that our state indicator data do not reflect?

3. How are the activities of this program or service coordinated with other programs and services?

4. How well does the program design (content, curriculum) reflect research-based practices?

5. How well does program delivery align with the program design?

6. What resources are used to implement this program? Money, time, qualified staff, PD, multiple funding sources serving same student

7. How does leadership demonstrate support for this program?

8. How does the community demonstrate support this program?

9. How do we know the program is delivered with equity?

10. How well do local policies and procedures support the program?

11. What are the other student variables that may impact program results?

12. What are the most important implementation elements? Have we done them? (connect to research base)

The 12 general questions are representative of categories that run across multiple evaluation designs.

- **What do you notice about the <u>qualities</u> of these 12 kinds of questions?**

- **How would you determine which categories would be the <u>most important</u> to create program specific questions?**

In-Depth Program Analysis

- **If, for example, Westlake's summative program data indicated that is was a high priority to complete an in-depth review of its special education program and services, Special Education would appear in the upper left hand corner.**

Just "What If" Practice

- **Use the Westlake document for in-depth program analysis that has the "general question" and "additional program specific questions columns."**

Now locate the Westlake document that looks like the following slide.

Question	Additional Program Specific Questions
1. **What contribution is the program supposed to be making relative to CSIP goals? What is the goal alignment between the program (program purpose) and the CSIP?**	
2. **Are students served in this program making progress that our state indicator data do not reflect?**	
3. **How are the activities of this program or service coordinated with other programs and services?**	

Just "What If" Practice

- **Pretend that you need to complete an in-depth analysis of your special education program.**

- **Choose several types of questions (out of the 12 general categories) and write program specific questions for special education.**

Program Specific Questions—How do your belief systems impact what you ask?

- **What did you discover about crafting program-specific questions for special education?**

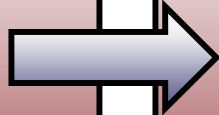- **What are the implications for your work with program evaluation?**

We have now finished Part 3 of a goal-oriented approach to program evaluation.

CSIP Constant Conversation #4
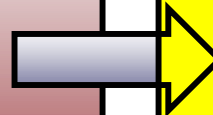## How will we evaluate our programs and services to ensure improved student learning?

Part 1

What did we expect?

Part 2

What did we get?

Part 3

Why did we get it?

How does Westlake answer Constant Conversation #4: How will we evaluate our programs and services to ensure improved student learning?

CSIP Thinking Process
Non-Regulatory Guidance Document

Constant Conversation Question #4:
How will we evaluate our programs and services to ensure improved student learning?

Westlake Community School District

- This document is the fourth of four guidance pieces about how one fictitious school district decides to "think through" a process that will lead it to a clear, concise, and usable CSIP designed to increase achievement for all students.
- This document is not intended to provide a "one size fits all" thinking process. The plan that will eventually emerge from the details that follow will be locally determined.

Constant Conversation #4:
How will we evaluate our programs and services to ensure improved student learning?

- **Look at the Westlake teaching document for Question #4—the version without the textboxes.**

- **Notice that Westlake is going to use a goal-oriented approach to program evaluation.**

Constant Conversation #4:
How will we evaluate our programs and services to ensure improved student learning?

- **Westlake has established a program evaluation rotation (or cycle) for in-depth program evaluation.**

- **However, Westlake knows it must meet any annual evaluation/data reporting requirements for state and federal programs.**

Constant Conversation #4:
How will we evaluate our programs and services to ensure improved student learning?

- **Westlake indicates that it will collect formative and summative program evaluation data.**

- **Westlake may, over time, recognize the need to revise its timelines for data collection—responding to local capacity issues and other local needs. Priorities for program evaluation may also change over time.**

Constant Conversation #4:
How will we evaluate our programs and services to ensure improved student learning?

- **The CSIP content under Sub-question B is intended to summarize Westlake's program/service "clear expectations" chart—just in narrative form.**

- **Again—how your district describes its plan for program evaluation under Constant Conversation #4 is locally determined.**

Constant Conversation #4:
How will we evaluate our programs and services to ensure improved student learning?

- **Look at the Westlake teaching document for Question #4—with the textboxes.**

- **Read each textbox.**

- **Remember that for teaching purposes, this district will, over time, make adjustments to its plan for program evaluation.**

Sum It Up

The following slides capture the key points about your plan for program evaluation in the CSIP.

Remember These

A goal-oriented approach has three parts:

1. **Part 1:** What did we expect from the program?

2. **Part 2:** What happened with the program?

3. **Part 3:** What are some possible explanations for the interpretations we made about the data?

Remember These

- **There is no one mandated approach to program evaluation.**

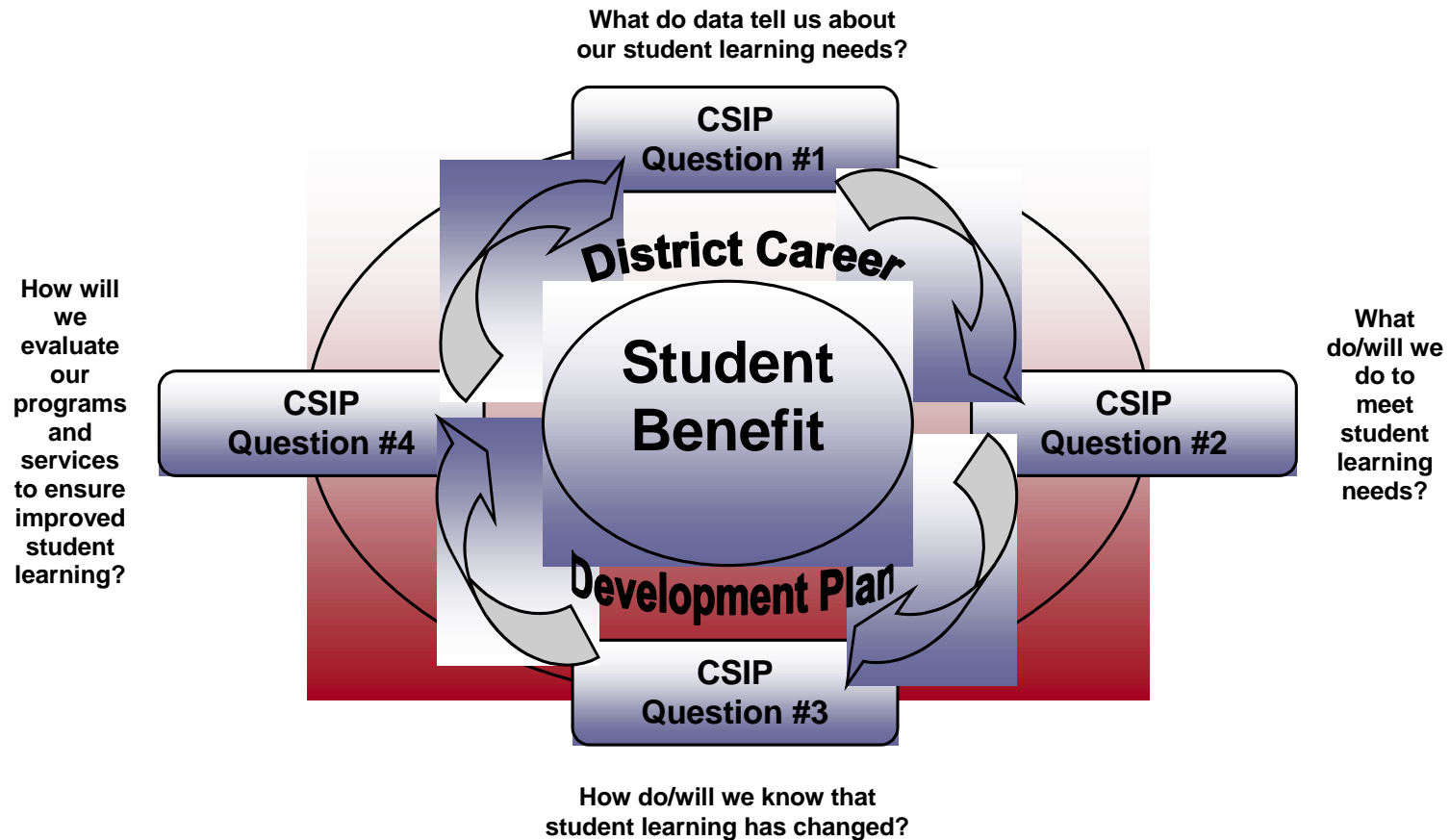- **There is no one right way to determine program effectiveness.**

Remember These

- **Evaluating programs is not optional.**

- **The same indicator data can be used to assist you in measuring the effectiveness of multiple programs.**

Remember These

- **Your program evaluation process will improve over time.**

- **Constant Conversation Question #4 is about a plan to find the answers, not about the answers.**

Comprehensive School Improvement Plan (CSIP)
Constant Conversations for Student Benefit

What do data tell us about our student learning needs?

CSIP Question #1

District Career

Student Benefit

Development Plan

How will we evaluate our programs and services to ensure improved student learning?

CSIP Question #4

CSIP Question #2

What do/will we do to meet student learning needs?

CSIP Question #3

How do/will we know that student learning has changed?

Technical Assistance Goals

- **100% schools with usable plans for student benefit**
- **100% schools perceive that the five stakeholder expectations have been met**
- **100% schools meet requirements**

Stakeholder Expectations

- **Efficiency and Time**
- **Collaboration**
- **Common Understanding**
- **Meaningful Improvement**
- **Accountability: Improved Student Achievement**

"Nothing, not even the most advanced technology, is as formidable as people working together enthusiastically toward a shared goal. . . .people become unstoppable when they are moved by a common vision, and have the power and tools to achieve it."

United Technologies, Corporation Brochure